Role of Academic Procrastination on Metacognition and Obsessive Beliefs of Senior secondary school Students: In Special reference with Central Central Kashmir

A

Synopsis

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Introduction

Knaus (2000) contends that procrastination might have begun 2.5 million years ago when humans were still in small clans. According to Ferrari et al (1995), procrastination is a behaviour that is so common that most researchers in the past would think that it was not worth investigating; nevertheless, procrastination does create a lot of difficulties for students when they pursue their academic goals. Some students cannot finish their schoolwork not because of their low intelligence or ability, but for the delay of their schoolwork or studies. There are at least two categories of research focusing on procrastination. One focuses on task performance and goal achievement, another one focuses on personal factors that lead to procrastination (Johnson and Bloom, 1995). These two kinds of research can help us know more about the nature of procrastination and its educational implications.

The original meaning of the term 'procrastination' is different from the meaning we are using nowadays. In ancient Rome, 'procrastination' meant a wise delay in military strategies (Ferrari et al, 1995). Since then, many investigators have tried to give a definition to 'procrastination'. However, some definitions seem to be extensional instead of intentional. For the present study, we need an intentional definition for the variable of procrastination, which means we only need the 'necessary and sufficient' elements for the definition.

According to Silver (1974), 'procrastination' is to finish a job after the optimal time. Optimal time means the most appropriate time. This definition features the essence of procrastination. If one cannot finish a task at the optimal time, it is a sort of procrastination (Silver, 1974; Silver and Sabini, 1981).

Some researchers (Silver, 1974; Milgram et al, 1992) suggest that the delay should create a feeling of discomfort and anxiety. This sense can be caused by oneself or by society, because either they want to do it or society wants them to do it. If they do not think a task is important, they don't want to do it.

Ferrari (1993; 1994) argues that although procrastination can be self-defeating, it can also have another purpose. According to him, there are two kinds of procrastination: one is

functional, and another one is dysfunctional. The dysfunctional procrastination happens only when it leads to negative consequences. If one does it on purpose as a strategy and does not lead to a negative consequence, it is functional. For instance, delaying a task in order to wait for more information coming (Ferrari, 1994).

Postponing activities is a common problem for many individuals; however, the issue might become habitual in some cases. Procrastination is defined as the tendency to avoid and postpone activities, as well as apologizing to justify the due delay. As a disagreeable behavioral habit, procrastination is prevalent among various groups, while many individuals have even adopted a lifestyle based on this issue. Since procrastination is a noticeably frequent problem, it has been considered a human predilection. In general, about 95% of the populace occasionally procrastinate their tasks, and procrastination is constantly an issue in 15-20%. According to statistics, procrastination is a prevalent in 80-90% of university students.

Brownlow and Reasinger (2000) contend that procrastinators have the following characteristics:

1) Academic procrastinators may have difficulty in self-regulation, such as setting plan, and pursuing goals.

2) Academic procrastinators are dissatisfied with their own performance, and often earn lower grades than the non-procrastinators.

3) Academic procrastinators spend less time on their studies, start to work later than the time they plan to, and delay in submitting their assignments.

There are different reasons for procrastination. Some students procrastinate because of temporal reasons, i.e. to enjoy themselves first before starting to work. Some students procrastinate because they don’t know how to start working. Some students procrastinate because they are under stress and avoid the tasks. Research (Reasinger and Brownlow, 1996) shows that procrastination is a result of mixed factors, such as motivation, personality, perfectionism, and attribution style. The other reasons include ‘being pushed by friends to do some other things’, ‘overwhelmed by the tasks’, ‘it takes too long to write a paper’, ‘not

being able to begin a task', 'don't like term papers', ' worried about not being able to meet own expectation', 'worried to get a bad grade' (Kachgal et al, 2001)

Procrastination is of various types, including general procrastination due to complex, cognitive, emotional, and behavioral components, procrastination in decision-making, neurotic procrastination, obsessive procrastination and academic procrastination. Academic procrastination is the most common type of procrastination, which was first introduced by Rothblum and Solomon. Academic procrastination is defined as a perpetual tendency among learners to postpone educational activities, which leads to anxiety and stress in almost all the cases.

Academic procrastination is a common, serious issue in students, which gives rise to internal consequences (anxiety, confusion, self-reproach, despondency, and remorse). Furthermore, the external consequences of academic procrastination may be irreversible (e.g., missing educational opportunities, disruption of interpersonal relationships) and hinder the educational progress of students. According to the literature, more than 50% of students have reported a tendency to procrastinate their assignments.

Knaus (2000) contends that there are three kinds of diversionary activities that cause procrastination: mental, action and emotional diversions. In mental diversions, procrastinators either tell themselves they can complete a task better if they do it later, or they tell themselves that they must do something else first. In action diversions, procrastinators do a low priority task instead of the target task; for instance, reading a tabloid instead of writing a report. In emotional diversions, procrastinators try to reduce their stress by doing some 'feel good' activities, such as waiting to be inspired (Knaus, 2000).

Previous studies in this regard have denoted that procrastination does not involve time management problems only, but rather, it is a complicated process encompassing emotional, cognitive, and behavioral components. According to some researchers, procrastination is mostly dependent on irrational thinking and wrong assumptions about the circumstances and outcomes of actions. As a result, procrastination is regarded to be a cognitive disorder. Cognitive approaches emphasize on the role of beliefs and negative attitudes in procrastination although they cannot explain the exact effect of such beliefs on the cognitive process involved in procrastination. However, the metacognitive perspective of

procrastination could elucidate the process in detail. Metacognition is defined as the stable knowledge or beliefs of one's own cognitive system regarding the influential factors in the performance of the system, as well as the knowledge of the current situation and realizing the importance of ideas and memories in the setting. Metacognition is very useful for learning activities. For example, if learners fail to understand a text but are not aware of this failure, they will not take action to remedy it because they are not aware that they do not understand (Baker and Brown, 1984). Teaching and encouraging students to use cognitive and metacognitive strategies can help them improve their learning (Palinscar and Brown, 1987).

Learning and education are the substance of life in contemporary society. In advanced education, fruitful learning is identical to self-directed learning and metacognition is a vital part of self-controlled learning. Metacognition, or "The Seventh Sense" as instituted by Nisbet and Shuck smith, (1984) and referred to by (Nicholls, 2003) has just moderately as of late turn into a focal point of research as a persuasive variable in the learning procedure. Nelson and Narens (1994) said that metacognition is all the while a theme of enthusiasm for its own privilege and an extension between various territories; subsequently, the effect of metacognition on otherworldly knowledge should be explored".

The concept of metacognition is not new, but the terms ‘metamemory’ and ‘metacognition’ were first used by Flavell (1971; 1976) to mean how a learner thinks about his/her own thinking or to be aware of his/her own mind. Metacognition is the knowledge and awareness of one’s own thinking, including the knowledge of when, where and how to use different strategies in order to learn successfully (McCormick and Pressley, 1997). Nevertheless, metacognition is different from intelligence, as metacognitive strategies can be learned.

The idea of metacognition has recently become a popular area in education. Researchers and educators are profoundly worried about the sort and levels of learning youngsters are gaining in senior secondary school educational institutions. Latent transmission-gathering of data and memorization of realities are not the sorts of discovering that will be required for accomplishment in future. The students will be required to contemplate what they have heard and read, distinguish connections among thoughts, participate in complex basic leadership and screen their own points of view.

Gregory Schraw makes a refinement between two segments of meta- cognition, knowledge of cognition and regulation of cognition. Knowledge of cognition refers to what people think about their own particular discernment or about comprehension when all is said in done. It incorporates no less than three various types of meta-cognitive awareness: *procedural*, *declarative* and *conditional knowledge*. Procedural knowledge refers to knowing ―how to get things done. A lot of this learning is spoken to as heuristics and methodologies. People with a high level of procedural knowledge perform undertakings all the more consequently, will probably have a bigger collection of methodologies, to arrangement systems successfully and utilize subjectively unique techniques to tackle issues. Run of the mill cases incorporate how to lump and classify new data. Declarative knowledge refers to knowing ―about things. This Knowledge incorporates information around oneself as a student and about what factors impact one's execution. Conditional knowledge refers to Knowing the ―why and ―when parts of cognition. This Knowledge refers to knowing when and for what reason to utilize explanatory and procedural learning. For instance, powerful students know when and what data to practice. Conditional knowledge is essential since it helps understudies specifically distribute their assets and utilize systems all the more successfully.

Regulation of cognition refers to an arrangement of exercises that assistance understudies control their learning. Research supports the suspicion that meta-cognitive regulation enhances execution in various ways, including better utilization of attentional assets, better utilization of existing techniques and a more prominent consciousness of perception breakdowns.

The first metacognitive theory of psychological dysfunction was proposed by Wells and Matthews, who argued that a psychological disturbance is maintained by a combination of preservative thinking styles, maladaptive attentional routines, and dysfunctional behaviors that constitute a cognitive-attentional syndrome (CAS). CAS is rooted in the metacognitive beliefs of the individual, which are activated in the face of challenging situations to drive the necessary coping mechanisms. Metacognitive beliefs refer to the information held by individuals regarding their own cognition, internal states, and the coping strategies that affect these parameters.

Metacognition alone will not help improve academic performance unless there is action. Nevertheless, some learners have high level of metacognitive awareness but they delay taking action, and therefore affect their academic performance. Students who have a high level of metacognition and do not delay their study are self-regulated learners. As Zimmerman (1986) states, self-regulated learners should be involved in learning activities metacognitively, motivationally, and behaviourally. Metacognition is an important part of self-regulated learning, and self-regulated learning proves to be a good way to achieve good academic performance.

According to Dinsmore et al (2008), many researchers use these three terms, metacognition, self-regulation, and self-regulated learning interchangeably, while some researchers (Schunk, 2008) consider metacognition, self-regulation, and self-regulated learning are highly related concepts but should be given clearer definitions. Self-regulation focuses on the impact of environment on learners, while metacognition focuses on how learners themselves take initiative to control their learning (Lajoie, 2008).

Since metacognition is not a simple construct, many investigators have suggested that it consists of different components. Some researchers believe that metacognition consists of knowledge and skills; others believe it consists of knowledge, skills, and beliefs; while others contend that it consists of metacognitive knowledge, metacognitive skills, and metacognitive attribution. Most theorists consider two separate aspects for metacognition; the first aspect is metacognitive knowledge, which includes the information on the self-realization of the learning strategies and factors associated with the individual's tasks. The second aspect is metacognitive regulation, which refers to a number of administrative actions (e.g., attention, reviewing, and planning to identify the errors that affect cognitive performance). Therefore, procrastination could be linked to metacognition from two perspectives; first, procrastination may be considered a strategy for the regulation of cognition and negative emotions. Second, several studies have reported procrastination to be associated with negative emotions, considering it a strategy adopted by individuals in order to avoid and regulate negative emotions.

On the other hand, some investigators suggest the three-component models. Efklides (2006) posits that metacognition consists of three components: metacognitive knowledge,

metacognitive experiences, and metacognitive skills. Metacognitive knowledge refers to the learners' beliefs of themselves as cognitive beings and the relationship between them and the tasks and strategies. It is also called metacognitive awareness, and only a part of the construct 'metacognition'. Metacognitive experiences refer to the affect aspects, which involve the feelings of the learners, such as a feeling of knowing. A feeling of knowing is the kind of experience that we feel we know it but can't recall it, like on the tip of tongue but can't speak it out. Metacognitive skills involve control of cognition, such as planning, time management, checking the cognitive process and evaluation etc. (Efklides, 2006).

Obsessive-Compulsive Disorder (OCD) is a chronic anxiety disorder that is characterized by distressing, recurrent obsessions and/or compulsions that significantly interfere with daily life (DSM-IV TR; American Psychiatric Association (APA) 2000). Obsessions are defined as intrusive, repetitive thoughts, images, or impulses; while compulsions are purposeful, repetitive overt or covert behaviors or rituals that are performed in an effort to relieve obsessional distress. Although the presence of 'obsessions' and 'compulsions' are the defining features of OCD, the content of 'obsessions' and 'compulsions' in OCD is marked by considerable heterogeneity.

The most well-articulated and well-studied theoretical model of OCD to date is the cognitive-behavioral model (e.g., Rachman 1998; Salkovskis 1999), which proposes that OCD arises from dysfunctional 'obsessive beliefs' such as inflated estimates of threat and responsibility; beliefs about the importance of, and need to control, intrusive thoughts; and perfectionism and intolerance of uncertainty (Frost and Sketetee 2002). The cognitivebehavioral model also proposes that specific 'types' of obsessive beliefs may operate as risk factors for the development of specific OCD symptom presentations. Cognitive models of obsessive–compulsive disorder (OCD) assign a central role to maladaptive beliefs about threat, uncertainty, importance and control of thoughts, responsibility, and perfection. Previous research has demonstrated that such beliefs relate to specific OCD symptoms in a theoretically meaningful way.

Given the proposed importance of obsessive beliefs in the development of OCD, the Obsessive Compulsive Cognitions Working Group (OCCWG 2001, 2005) convened to develop a measure of the belief domains thought to confer risk for the development of OCD.

Numerous studies have demonstrated that procrastination is a result of excessive thought control, enthusiasm, and performance, and that some emotional problems are brought on by obsessive beliefs. According to research findings, procrastination is inversely related to assurance and perfectionism. People who have perfectionistic beliefs and are confident in fulfilling their jobs are overly thrilled and frequently struggle at work as a result of these ideas and an excessive focus on internal control. They also frequently exhibit remarkable internal agreement. People with perfectionistic beliefs also have high expectations and take their time finishing chores. In fact, they exhibit compulsive perfectionism, which can result in significant procrastination. People's resistance to thought control reduces when they have a compelling need to do so. It has been noted that compulsive perfectionism and obsessive thoughts foreshadow procrastination. People put off doing their obligations out of a sense of failure because they have a greater sense of duty and danger and overestimate the danger. Additionally, those who are really mentally engaged are unable to complete their tasks and procrastinate as a result. The most significant obsessions in procrastinators, according to Salkovskis' paradigm of responsibility and Well's metacognition paradigm, are metacognitive views about ideas and responses to neutralisation. Responsibility in the metacognition pattern results from metacognitive beliefs and cannot fully account for the obsessive-compulsive issue that individuals with obsessive-compulsive disorder experience (OCD). The relevance of metacognitive beliefs in the emergence and persistence of obsessive issues is supported by studies on patients. Control over worries, metacognitive views, and responsibility have no obvious association with any of the OCD symptoms, according to a study done on healthy volunteers. However, metacognitive beliefs are linked to OCD symptoms by restraining in worries and responsibility. The importance of negative metacognitive beliefs and meta-concerns in the emergence and maintenance of obsessive beliefs is highlighted by Well's paradigm.

This available literature continues to be mixed with regards to the specific role of obsessive beliefs in the development of OCD. According to Tolin et al. (2006), a more robust relationship between OCD symptom dimensions and obsessive beliefs would be demonstrated if three patterns were observed: (1) all OCD symptom dimensions are associated with at least some form of obsessive belief (generality), (2) different obsessive beliefs relate to different OCD symptom dimensions in a meaningful way (congruence), and

(3) OCD patients endorse obsessive beliefs more strongly than do patients with other anxiety disorders (specificity).

Recently it has been proposed that inconsistent findings regarding the role of obsessive beliefs in OCD may be partially accounted for by the manner in which OCD symptom dimensions are conceptualized and assessed in the literature. Wheaton et al. (2010) contend that many currently available measures of OCD assess specific forms of obsessions and rituals, rather than the severity of the symptom dimension. Moreover, current measures assess obsessions independently from rituals, and thus overlook the functional relations between obsessions and compulsions.

According to Janet, when there is inadequate psychological tension in order to fulfil higher order mental operations, the residual nervous energy redirects itself and becomes occupied with more primitive functions. Obsessions and compulsions are a part of these primitive functions. He emphasized the role played by symptoms defined as 'forced agitations' separated into mental groups (obsessions), motor group (tics) and an emotional group (dysmorphophobia). This conceptualization is very close to how OCD is understood in the current times in terms of obsessions and compulsions (Alvarenga et al. 2007). According to the literature, cognitive beliefs are indispensably associated with procrastination. In a study, Porridge Fernie et al. claimed that positive beliefs about procrastination were positively associated with procrastination in decision-making, while the negative metacognitive beliefs about procrastination were positively associated with procrastination in decision making and procrastination in communication. Moreover, GolestaniBakht and Shekari denoted that among the main components of metacognitive beliefs, cognitive uncertainty could predict academic procrastination. Given the importance of procrastination and its consequences, and considering the findings that denote metacognitive beliefs and obsessive beliefs as the predictors of procrastination, the present study aimed to provide more evidence in this regard by examining the relationship between metacognition and academic procrastination and obsessive beliefs and assess the prevalence of academic procrastination in senior secondary school students of Central Kashmir.

Review of the Literature

AllonGutkin, and Bruning (1994) carried out a study on the relationship between metacognition and intelligence in normal adolescents. For the purposes of the study metacognition was assessed across three different cognitive problem sets. Correlational analyses indicated a non-significant relationship between intelligence and metacognition.

(Frost and Sketetee 2002) Proposes that OCD arises from dysfunctional 'obsessive beliefs' such as inflated estimates of threat and responsibility; beliefs about the importance of, and need to control, intrusive thoughts; and perfectionism and intolerance of uncertainty.

(McKay et al. 2004) stated that Although the presence of 'obsessions' and 'compulsions' are the defining features of OCD, the content of 'obsessions' and 'compulsions' in OCD is marked by considerable heterogeneity.

(Rachman 2004) has opined that, with regards to congruence, it has been proposed that contamination symptoms of OCD derive from cognitions relating to the overestimation of threat.

(Matrix-Cols et al. 2005) In a review of factor-analytic studies involving more than 2,000 patients, a wide range of OCD symptom dimensions, including symmetry/ordering, hoarding, contamination/ cleaning, and obsessions/checking, were identified as common presentations of OCD.

(Ferrari, O'Callaghan and Newbegin, 2005) have reported from United States, United Kingdom, and Australia samples, that 11% of the participants labeled themselves as chronic arousal procrastinators and 9.9% as chronic avoidant procrastinators. (Ferrari et al., 2007) also highlighted this prevalence which takes place across the six nations: Spain, Peru, Venezuela, the United Kingdom, Australia, and the United States.

Veenman and Spaans (2005) showed that metacognitive skillfulness developed alongside, but not fully dependent on intellectual ability. Moreover, metacognitive skillfulness outweighed intelligence as a predictor of learning performance. Metacognitive skills appeared to be general for third year students or students who were at higher levels, but rather domain-specific for first year students.

Tolin et al. (2006) stated that a more robust relationship between OCD symptom dimensions and obsessive beliefs would be demonstrated if three patterns were observed: (1) all OCD symptom dimensions are associated with at least some form of obsessive belief (generality), (2) different obsessive beliefs relate to different OCD symptom dimensions in a meaningful way (congruence), and (3) OCD patients endorse obsessive beliefs more strongly than do patients with other anxiety disorders (specificity).

Tolin et al. (2006)found that OCD patients scored higher than anxious controls on obsessive beliefs about perfectionism and certainty and about importance and control of thoughts, but not on beliefs about threat estimation and inflated responsibility.When controlling for depression and trait anxiety, however, the OCD and anxious control group did not differ on most belief domains, except for a belief that it is possible and necessary to control one's thoughts.

(Adrianta and Tjundjing, 2007) survey, from 316 samples of undergraduate students in Surabaya, Indonesia, there are 30.9% students reported having high procrastination.

Ghobaribonab (2007)studied that the meta-cognition meaning the fact that the whole thinking about how to think about something and the knowledge about what we know and what we do not know. Depression is the most common symptom of the M.S and its prevalence may happen between 42%-54% of the patients. Since the thinking is polluted to abuse thinking due to the cognitive signs such as depression and stress, its control will get harder in this case. So, this makes the subject worse bringing excitement disorders. Other important feature of this disorder is that the thinking patterns and person's attention to his or herself is threatening focused. The Meta cognition approach is strongly emphasized on changing the thinking pattern immediately in this regard. Hopeless is other criterion of depression making any disorders in this case. The term hope can increase and predict the physical and mental health along with the various indices of medical interventions, mental

health, and positive manner. According to increasingly prevalence of the disease, the research and scientific centers do not exist in the field of psychological affairs in this case. Also, the importance of recognition this kind of illness is a vital necessity and patients' attitudes should be considered in this regard as well; for the reason, the present study has been design for The Relationship between metacognition and spiritual intelligence with life expectancy of people with MS.

Rector et al. (2009)recently found that first-degree relatives of patients with early onset OCD scored significantly higher than controls on the inflated responsibility and overestimation of threat OBQ-44 subscale as well as the perfectionism and intolerance of uncertainty subscale. Although this study suggests that first-degree relatives of OCD probands may exhibit obsessive beliefs that place them at risk for OCD.

(Steel, 2007; Klassen et al., 2010) have concluded that procrastination has a detrimental effect on academic performance of the students.

Wheaton et al. (2010)contend that many currently available measures of OCD assess specific forms of obsessions and rituals, rather than the severity of the symptom dimension. Moreover, current measures assess obsessions independently from rituals, and thus overlook the functional relations between obsessions and compulsions.

(Belloch et al. 2010)have found that those with OCD do not differ from those with depression or another anxiety disorder in obsessive beliefs.

(Baptista et al. 2011) In a recent study found that patients from a medical clinic for ambulatory and chronic diseases reported higher levels of obsessive beliefs in the domains of tolerance for uncertainty, threat estimation, and responsibility and perfectionism than patients with OCD.

(Wolters, 2003; Park and Sperling, 2012) have opined that the association between metacognitive self- regulation and procrastination could be described by the lens of self-regulation theory, where procrastination seen as a self-regulation failure.

(Richardson, Abraham and Bond, 2012) have denounced that metacognition correlates positively and significantly on academic performance.

(Richardson, Abraham and Bond, 2012) have found that metacognitive self-regulation correlates with GPA. High use of metacognitive self-regulation, associates with high GPA. A student who regulates their learning behaviour would take advantage of the learning outcome.

(Ursia, Siaputra and Sutanto, 2013) also underlined high academic procrastination, for about 56.7% on undergraduate student.

(Sirois, 2013) have found that high procrastinate student does have the intention to finish any task or assignment, they make any planning, but in the end, they fail to meet the deadline or standard. As a consequence, the student feels more stress.

(Sirois and Pychyl, 2016) have found that Procrastination refers to a "voluntary delay of an intended action despite the recognition that this delay may have a negative effect."

(Dent and Koenka, 2016) have underlined the relationship between metacognition and academic performance. According to their study these variables are correlated positively and significantly.

(Park and Sperling, 2012; Fernie et al., 2016) have found that procrastination negatively associates with metacognitive self-regulation.

Firoozi and Ahmadi (2016) studied to assess the efficacy of Metacognitive strategies on reducing procrastination in high school female students of Marivan city in 2015- 2016 academic year. Academic procrastination is the most common problems among students that always affect their academic achievement. This study was pragmatic and the method of study was semi- experimental with pre-and post-test by control group.For this purpose, 50 students were selected and randomly divided into two groups of experimental and control (per group was 25 students). The experimental group received 12 sessions of Metacognitive strategies training package were 45 minutes.Results of the analysis showed that teaching metacognitive strategies can have substantial effect in reducing procrastination of students.

Cikrikci (2016) aimed to investigate the academic procrastination in terms of metacognitive awareness and educational stress. Total 273 high school students were attended the study that was based on a correlation model. Data was collected with the help of Academic

Procrastination Scale, Metacognitive Awareness Scale and Educational Stress Scale were used in this study. Data were analysed by using the Pearson Product Moment Correlation Coefficient and multiple linear regression analysis. Results were revealed significant correlations amongst academic procrastination, metacognitive awareness and educational stress. Academic procrastination correlated negatively with metacognitive awareness. However, it correlated positively with educational stress. Results of the multiple linear regression analysis exhibited that metacognitive awareness and educational stress accounted for 20% of total academic procrastination variance. Metacognitive awareness and educational stress had a significant and distinctive contribution to the model.

(Steel et al., 2018) have opined that, the main problem of procrastination is not the absence of intention, but the consequence to acting as it was initiated at the beginning, namely intention action gap.

Ziegler and Opdenakker (2018) studied the development of academic procrastination in first-year secondary education students by linking with metacognitive self-regulation, self-efficacy, and effort regulation. Academic procrastination has been widely recognized as a problematic common phenomenon in education. A growing body of literature interprets procrastination as a situational, dynamic construct. Yet, very few is known about its development in young secondary education students. Hierarchical growth curve modelling of the development of students' procrastination (566 students, 20 Mathematics/English grade-1 secondary education classes) revealed positive linear trajectories at class level but showed greater variability at student level. All mentioned predictors were negatively linked with procrastination and weakened over time with effort regulation revealing the strongest association. Interaction effects with time revealed a stable procrastinationeffort regulation association, whereas the association with metacognitive selfregulation and self-efficacy diminished over time. The findings support the view on academic procrastination as a dynamic construct and emphasised the importance of early intervention.

Bytamar and Saed (2018) conducted the study to determine the psychometric properties of the Metacognitive Beliefs about Procrastination Questionnaire (MBPQ) in students of Zanjan University of Medical Sciences, Zanjan, Iran. 210 students were selected through convenience sampling. In order to assess the validity of MBPQ, three construct validity

methods (exploratory and confirmatory factor analyses), convergent validity, and cross-correlation assessment of subscales were used. In addition, Cronbach's alpha coefficient was applied to estimate the reliability of MBPQ. The two-factor structure (positive and negative metacognitive beliefs) with 14 items described 49% of the total test variances. This factor structure was designated as the best model found from exploratory factor analysis and was accepted as the final model of MBPQ using the confirmatory factor analysis. Results showed a direct and significant relationship between positive and negative metacognitive beliefs and total and academic procrastination, respectively. In addition, the components of MBPQ had an acceptable reliability. This questionnaire can be useful as a proper research tool in clinical assessment, formulation of reference problems and provision of a step toward the development of conceptualization of metacognition of procrastination. Additionally, path analysis revealed that the study data was an outstanding fit to the proposed metacognitive model of procrastination. The study was cross-sectional. The metacognitive model of procrastination can be used to generate novel interventions to treat this problematic behaviour.

Palo, Monacis and Sinatra (2019) investigated the linkage between decisional procrastination and metacognitive beliefs about procrastination. Taking into account self-regulated learning strategies as potential mediators by assuming a cognitive standpoint. Procrastination has been a central focus of psycho-educational research.

Among the various facets of the construct, decisional procrastination has been scarcely analysed in relation with self-regulated learning strategies. A sample of 296 undergraduate students filled out a questionnaire measuring metacognitive beliefs about procrastination, concentration on academic tasks and interests in academic success and decisional procrastination. The hypothesized model was partially confirmed and results from structural equation model indicated that positive metacognitive beliefs about procrastination had an adverse impact on concentration and interests; concentration mediated the relationship between positive metacognitions and decisional procrastination. Results provided a basis for examining procrastination as a barrier to academic success.

Need and Importance of the study

The review of related literature revealed that academic procrastination is a serious problem among present day students which is negatively affecting the present and future of our youth. The adolescence is very crucial period in the growth and development of the individual. In this age young people suffer from mental, emotional and various behaviour problems, which are painful and costly to both the youngsters and to their family members. These problems severely disrupt a child's ability to function socially, academically and emotionally, and in the process also affect the person as well as his or her family, school, community and the larger society. One of the major problems which arises out of these changes in the adolescence is the academic procrastination. According to Silver (1974), 'procrastination' is to finish a job after the completion of optimal time, where optimal time means the most appropriate time to finish a job. This definition features the essence of procrastination. If one cannot finish a task within the optimal time, it is termed as a sort of procrastination (Silver and Sabini, 1981).

(Sirois, 2013) have found that high procrastinate student does have the intention to finish any task or assignment, they make any planning, but in the end, they fail to meet the deadline or standard. As a consequence, the student feels more stress. (Sirois and Pychyl, 2016)have found that Procrastination refers to a "voluntary delay of an intended action despite the recognition that this delay may have a negative effect."

Some researchers (Milgram et al, 1992) suggest that the postponement of a task should create a feeling of discomfort and anxiety. This sense can be caused by oneself or by society, because either individual want to do it themselves or society wants them to do it. If individuals do not think a task is important, they don't want to do it.

There are many reasons underlying the behavior of procrastination negatively affecting all areas of our lives. According to the studies regarding tendency to procrastination, the reasons were listed as poor time management skills, self-efficacy beliefs, discomfort regarding tasks, personal characteristics (responsibility, perfectionism, and neurotic tendency, etc), irrational thoughts, inability to concentrate, fear of failure, inability to orient objectives of success, lowered self-respect, anxiety, external controlledness, problem-solving skills, unrealistic expectations, and working habits. Several investigation reported that procrastination related

with negative emotions, and as investigations showed chronic procrastination related with personality characterizes (Self-esteem),social phobia,,…(Ferrari,1989),and because emotional disorder are due to obsessive beliefs, also because procrastination proposed as ability in intense control thoughts and beliefs, emotions and performance(Howell&Vatsoon,2007),can say this variables related together.

Perfection of course is an abstraction, an impossibility in reality. When taken too far the striving for perfection can lead to negative outcomes like procrastination, a tendency to avoid challenges and the lack of creativity. Maladaptive perfectionism is often driven by the fear of failure, feeling of unworthiness, low self-esteem etc. it is frequently accompanied by depression, anxiety, OCD. These all may be the factors of procrastination. Perfectionism as developed due to obsessive beliefs has been associated with distress, low self-esteem, and many symptoms of the mental illness or mental disorders. These factors are responsible for the procrastination problem in the students. Obsessive beliefs and metacognition, directly and indirectly, predict the behavior of academic procrastination. Control of obsessive beliefs and metacognition appears to be necessary to lessen procrastination-related behaviours. Additionally, managing and modifying metacognitive beliefs can help to lessen compulsive behaviour.

Metacognition is also very important variable that affect senior secondary school students. According to Flavell (1976), metacognition is "the individual's own awareness and consideration of one's cognitive processes and strategies". Paris et. al. (1984) describe three aspects of self-control strategies for learning: - Declarative Knowledge: the ability to describe some thinking strategies. - Procedural Knowledge: knowledge of how to use the selected strategies. - Conditional Knowledge: knowledge of when to use it. According to Ridley et al (1992), "Metacognitive skills include taking conscious control of learning, planning and selecting strategies, monitoring the progress of learning, correcting errors, analysing the effectiveness of learning strategies and changing learning behaviour and strategies when necessary."

Many studies have been undertaken by various researches across the world from time to time to investigate the relationship between metacognition, obsessive beliefs on academic procrastination by taking these variables separately. Most of the studies on the proposed topic

were conducted in other countries and only a single or two variables are considered for the study purpose. But in the present study multiple variables are considered for in depth research. There exists lack of research in Indian context as little studies have been done in the present combination of variables and especially in Central Kashmir.

There is minimal study that studies the connection between academic procrastination and other behaviours that negatively affect people, despite the fact that it is generally agreed that academic procrastination is a self-handicapping behaviour. Most research is being done on college students and less work is done on senior secondary school students. Therefore, based on these research gaps, the present investigation will be taken up to assess the relationship between Academic Procrastination, Metacognition and obsessive beliefs among senior secondary school students of Central Kashmir.

Statement of the Problem

Derived from the need, the problem has been stated as, **"Role of Academic Procrastination on Metacognition and Obsessive Beliefs of Senior secondary school Students: In Special reference with Central Kashmir."**

Objectives of the study

1. To study the level of metacognition, obsessive beliefs and procrastination of senior secondary school students.
2. To study the effect of academic procrastination on different levels of obsessive beliefs of Senior Secondary School students.
3. To study the effect of Academic Procrastination on different levels of metacognition of senior secondary school students
4. To study about the difference in Academic Procrastination of male and female senior secondary school students.
5. To analyze the relationship of Academic Procrastination with obsessive beliefs and metacognition of senior secondary school students.

Hypothesis

Ho1.There will be no significance effect of academic procrastination on different levels of obsessive beliefs of Senior Secondary school students.

Ha1. There will be significance effect of academic procrastination on different levels of obsessive beliefs of Senior Secondary School students.

Ho2. There will be no significance effect of Academic Procrastination on different levels of metacognition of senior secondary school students.

Ha2. There will be significant effect of Academic Procrastination on different levels of metacognition of senior secondary school students.

Ho3. There will be no significance difference in Academic procrastination of male and female senior secondary school students.

Ha3. There will be significance difference in Academic procrastination of male and female senior secondary school students.

Ho4. There will be no significance relationship between Academic Procrastination, metacognition and obsessive beliefs of senior secondary school students.

Ha4. There will be significance relationship between Academic Procrastination, metacognition and obsessive beliefs of senior secondary school students.

Delimitations

The following are the delimitations of the study:

1. The study will be conducted on senior secondary school students.
2. The study will be conducted in senior secondary schools of Central Kashmir.
3. The study will be conducted on 384 senior secondary school students.

Research Methodology

Universe of the Study

Senior secondary schools students will be my universe of the research problem.

Population of the Study

The population of the study includes senior secondary schools of central Kashmir India.

Sampling Method

Due to the nature of the study, type of probability sampling, Stratified random sampling technique will be used for the selection of the sample objects.

Sampling Unit

The place of the study will be Central Kashmir India.

Sample Size

For this study, It is decided to have 95% confidence and 5% significance level for the testing of Null Hypothesis. To calculate the sample size, Bill Godden formula is used as given below:

$$\mathbf{S=Z^2 *P*(1-P)/ME^2}$$

S=Sample Size

Z=Z Score

P= Population proportion

ME=Margin of Error

Sample Size: 384

Research Setting

The research setting is educational sites in which the researcher conducts quantitative research using filed survey method.

Research Instrument

The following research tools standardized questionnaires will be used for the collection the required data for research findings.

Academic Procrastination Scale: Kalia and Yadav devised the academic procrastination scale in 2015. This scale asseses the academic procrastination of the students between 11-17 years of age. This scale is more useful in indian conditions. It is available in five point scale. This scale has 25 items. Reliability of the scale was 0.843 on test retest coefficient and 0.713 on split half coefficient. The validity of the scale was tested on the basis of content validity and face validity.

Metacognitive Awareness Inventory Scale: for this study metacognitive awareness inventory scale was used. Shraw and Dennison had devised this scale in 1994. This scale is a self report instrument to test metacognitive awareness in the adolescents and adults. This scale has 52 items that are divided into two categories 1) Regulation of cognition (35 items) and 2) Knowledge about cognition (17 items). Internal consistency of MAI was found to be 0.93 to 0.88.

Obsessive Beliefs Questionnaire-44 (OBQ-44). For this study the OBQ-44 questionnaire was used. OBQ-44 (Obsessive Compulsive Cognitions Working Group (OCCWG), 2005) assesses belief domains that have been proposed to be important in the etiology of OCD. There are 44 questions on this scale, and responses range from 1 (strongly disagree) to 7 (strongly agree).The OBQ-44 has been found to show good internal consistency and criterion-related validity in both clinical and non-clinical samples (OCCWG 2005; Myers, Fisher and Wells 2008). The OBQ-44 has three subscales: (1) responsibility/threat (2) perfectionism/certainty and (3) importance/control of thoughts. Tolin, Worhunsky and Maltby (2006) reported good internal consistency of .93, .93 and .90 for the three subscales. The OBQ-44 has been used in a few studies in India to explore obsessional beliefs in OCD patients (Anand and Sharma 2016).

STATISTICAL TECHNIQUES

1. ANOVA (for effect)
2. t-test(for difference)
3. Chi-Square(for relationship)

TECHNICAL DESCRIPTION

The present study will be conducted in Central Kashmir Division of the UT of J &K only. Descriptive survey method will be employed in the present investigation. Survey will be conducted on a sample of 384 senior secondary school students which includes gender (male and female), stream of study (humanities and science) and locale (rural and urban) of equal representation. Type of probability sampling, Stratified random sampling technique will be used for the selection of the sample.

S.NO	CLASSIFICATION	DESCRIPTION
1.	**Nature of research**	Survey Method
2.	**Sampling technique**	Stratified Random Sampling
3.	**Sample Size**	**384** senior secondary school students on the bases of **95%** Confidence level with **0.05 (5%)** Significance level.
4.	**Variables** **Independent:** • Academic Procrastination **Dependent:** • Metacognition • Obsessive beliefs	

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